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Level 3 Alternative Academic Qualification Cambridge Advanced Nationals in Mental Health: Individuals and Society

H098/H198 Unit F400: Fundamentals of mental health and the individual

Sample Assessment Material (SAM)

Time allowed: 1 hour 45 minutes

No extra materials are needed.

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number | | | | | | Candidate number | | | | |

First name(s) _____

Last name _____

Date of birth | D | D | M | M | Y | Y | Y | Y |

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- In the live exam there might be lined pages at the end of the question paper for you to use if you need extra space. Remember, you must clearly show the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets **[ ]**.
- This document consists of **20** pages.

ADVICE

- Read each question carefully before you start your answer.

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Answer all questions

1

(a) Describe what is meant by physical wellbeing.

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.....

.....

.....

[2]

(b) State **three** different strategies for managing physical wellbeing.

1 .....

2 .....

3 ..... **[3]**

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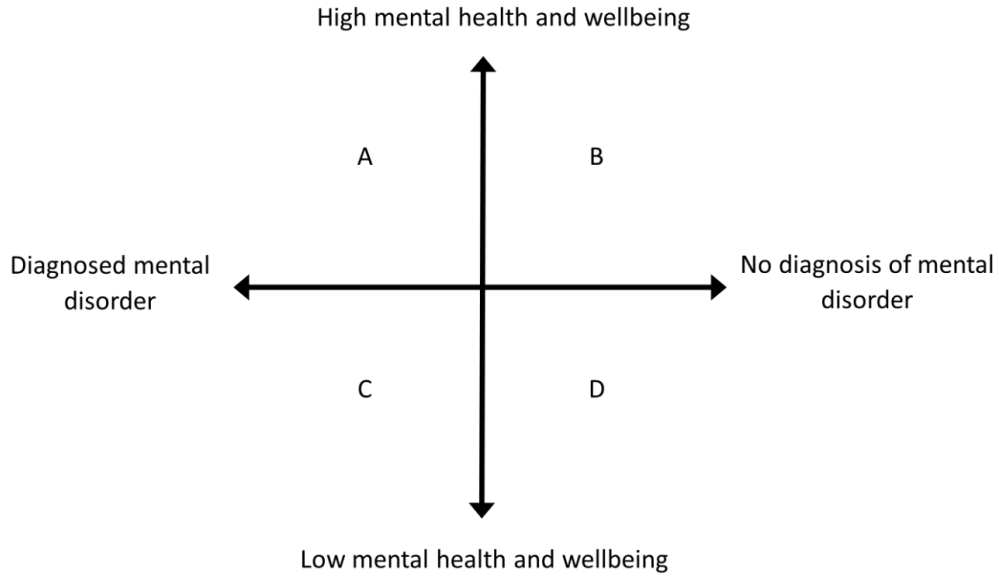
2 Emma is 15 years old. She used to enjoy playing football and spending time with her friends, but lately she has made excuses not to do these things and spends time on her own in her room instead. She has started to become argumentative with her teachers and parents. Her parents have suggested she talks to a doctor but she does not want to.

(a) Which letter (**A**-**D**) shows where Emma is on the mental health dual continuum below?



Tick (✓) **one** box.

A ☐

B ☐

C ☐

D ☐

[1]

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(b) Explain your answer to question 2(a).

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.....

[3]

(c) Emma is worried that she is a burden to her family. What type of stigma is this?

Tick (✓) **one** box.

Institutional stigma ☐

Professional stigma ☐

Public stigma ☐

Self stigma ☐

[1]

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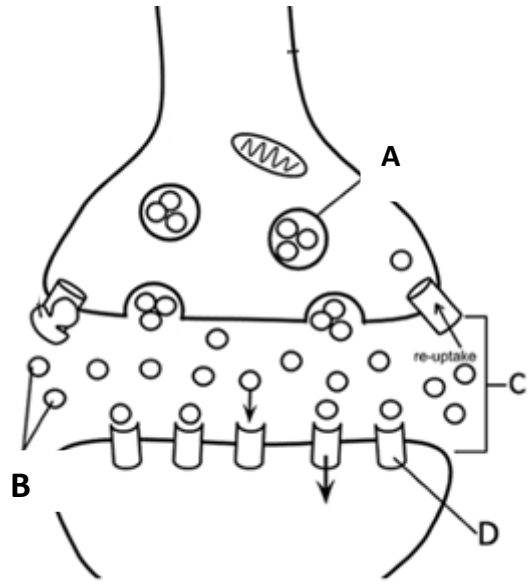
(d) State **two** of the criteria Jahoda used to understand an individual's mental health.

1 .....

2 ..... **[2]**

3

(a) The diagram shows a synapse.



Complete the table to label the parts of the synapse shown as **A-D** on the diagram.

Letter	Part of synapse
A	
B	
C	
D	

[4]

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(b) Describe the process of synaptic transmission.

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[4]

(c) **Explain** how Selective Serotonin Reuptake Inhibitors (SSRI) antidepressants affect synaptic transmission.

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[4]

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4 State **two** functions of the hippocampus

1 .....

2 ..... **[2]**

5 Heidi is competing in a sporting event. She feels a mixture of nervousness and excitement about it.

Explain **two** ways the stress response can help Heidi's performance in the sporting event.

1 .....

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2 .....

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..... **[4]**

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6 Analyse how social influences can affect mental health and wellbeing.

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[6]

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7 Amos was involved in a serious accident three months ago. He has become nervous and is easily startled by loud noises and sudden movements. He has trouble sleeping and has nightmares and flashbacks of his accident. He does not want to go back to the area where the accident happened.

Which of these common mental disorders is most likely to be affecting Amos?
Tick (✓) **one** box.

Depression ☐

Generalised anxiety disorder ☐

Obsessive compulsive disorder ☐

Post-traumatic stress disorder ☐

[1]

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8 Azmi's long-term partner ended their relationship one year ago. Azmi would like a new relationship but is worried that he is not good enough for anyone. He feels like there is no point looking for a new partner anymore as no one will find him attractive. He used to go out with his friends regularly and often went to the cinema and to parties. His friends still invite him to go out with them but he stays at home on his own instead. He is finding it increasingly difficult to concentrate at work and is having trouble sleeping.

Use the **cognitive triangle** to explain Azmi's situation.

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[6]

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9 Kareem had a job interview and did not get the job. He is worried it is because he upset the interviewer with the way he answered the interview questions. He is also worried that he will never get a job and so won't ever be able to support himself financially.

Identify **two** types of negative thought pattern that Kareem is showing and describe how he is showing them.

Type of negative thought pattern	**How Kareem is showing this**
1	.....
2	.....

[4]

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10 Sam is a 17-year-old college student. When he goes to bed, he often spends 3–4 hours looking at videos and social media on his phone before he goes to sleep. He gets around 6 hours sleep per night.

(a) Explain **two** ways that Sam's sleep habits could be said to be unhealthy.

1 .....

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.....

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2 .....

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.....

..... **[4]**

(b) State **three** ways Sam's sleep habits could be affecting his mental health and wellbeing.

1 .....

2 .....

3 ..... **[3]**

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(c) State **three** practical approaches that Sam could use to improve his sleep habits.

1 .....

2 .....

3 ..... **[3]**

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11 Discuss how useful the **biomedical model of mental health** is for understanding mental health and mental health disorders.

In your answer you **must** write about:

- The strengths of the model
- The limitations of the model
- How useful the model is for understanding mental health and mental health disorders and your reasons why.

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..... **[9]**

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12 Explain how doing an activity mindfully can improve mental health and wellbeing.

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[4]

END OF QUESTION PAPER

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Level 3 Alternative Academic Qualification Cambridge Advanced Nationals in Mental Health: Individuals and Society

Unit F400: Fundamentals of mental health and the individual

Sample Assessment Material (SAM)

Mark scheme

This document has **11** pages.

SAMPLE

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Marking instructions

Crossed-out answers

If a student has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a student has crossed out an answer and **not** written a clear alternative, give the student the benefit of the doubt and mark the crossed-out answer if it's readable.

Multiple choice question answers

When a multiple choice question has only one correct answer and a student has written two or more answers (even if one of these answers is correct), you should **not** award a mark.

When a student writes more than one answer

1. Questions that ask for a set number (including 1) of short answers or points

If a question asks for a set number of short answers or points (e.g. **two** reasons for something), mark only the **first set number** of answers/points.

First mark the answers/points against any printed numbers on the answer lines, marking the **first** answer/point written against each printed number. **Then**, if students have not followed the printed numbers, mark the answers/points from left to right on each line and **then** line by line until the set number of answers/points have been marked. Do **not** mark the remaining answers/points.

2. Questions that ask for a single developed answer

If a student has written two or more answers to a question that only requires a single (developed) answer, and has **not** crossed out unintended answers, mark only the first answer.

3. Contradictory answers in points-based questions

When a student has written contradictory answers, do **not** award any marks, even if one of the answers is correct.

Levels of Response marking

1. To determine the level start at the highest level and work down until you reach the level that best describes the answer

2. To determine the mark within the level, consider the following:

Quality of the answer	Award mark
Consistently meets the criteria for this level	At the top of the level (6 and 9 mark questions)
Meets the criteria but with some inconsistency	At the middle of the level (9 mark questions)
On the borderline of this level and the one below	At the bottom of the level (6 and 9 mark questions)

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ANNOTATIONS

Annotation	Meaning
	Correct response
	Incorrect response
	Positive
	Negative
	Level 1
	Level 2
	Level 3
	Omission mark
	Benefit of doubt given (this annotation counts as a mark so do not tick as well)
	Contradiction
	Repeat
	Too vague
	Noted but no credit given

SAMPLE

MARK SCHEME

1a	
Max mark	2 **(PO1)**
Answer	• Physical wellbeing refers to the state of your body's health and fitness (1) • This allows us to maintain a healthy quality of life / get the most out of our daily activities without undue fatigue or physical stress (1) **Credit any other appropriate answer.**
Guidance	1 mark for each correct point.

1b	
Max mark	3 **(PO1)**
Answer	Any **three** from: • Develop good sleep habits • Maintain good sleep hygiene • Get sufficient sleep • Maintain a healthy lifestyle • Eat healthily • Exercise regularly • Avoid negative coping strategies • Avoid comfort eating • Avoid substance misuse **Credit any other appropriate answer.**
Guidance	**One** mark for each correct answer. Must be **three** different strategies, i.e. not three approaches from the same strategy such as three examples of regular exercise.

2a	
Max mark	1 **(PO2)**
Answer	D
Guidance	Correct answer only.

SAMPLE

2b	
Max mark	3 **(PO2)**
Answer	**One** mark for each valid point • Emma is on the right of the quadrant because she has no diagnosed mental health disorder at the moment (1) • Emma is showing signs of low mental health and wellbeing (1) • She has lost interest in her hobbies and is argumentative (1) **Credit any other appropriate answer.**
Guidance	Students must relate their answers to the scenario.

2c	
Max mark	1 **(PO1)**
Answer	• Self stigma
Guidance	Correct answer only.

2d	
Max mark	2 **(PO1)**
Answer	Any **two** from: • Positive view of the self • Capability for growth and development (self-actualisation) • Autonomy and independence • Accurate perception of reality • Positive friendships and relationships • Environmental mastery
Guidance	**One** mark for each correct answer. Accept variations of Jahoda's criteria as long as they are appropriate.

3a	
Max mark	4 **(PO1)**
Answer	A: Vesicle B: Neurotransmitter C: Synaptic gap/cleft D: Receptor
Guidance	**One** mark for each correct answer. No other answers are acceptable.

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3b	
Max mark	4 **(PO1)**
Answer	A neuron sends an electrical message (action potential) down its axon. (1) At the end of the axon (presynaptic terminal), neurotransmitters are released into the synapse. (1) Neurotransmitters bind to receptors on the receiving neuron (postsynaptic neuron). (1) Depending on the neurotransmitter and receptor, the receiving neuron may become excited or inhibited, influencing whether it sends its own electrical message. (1) **Credit any other appropriate response**
Guidance	**One** mark for each correct point made. **Three** marks max if process is **not** in the correct order.

3c	
Max mark	4 **(PO1)**
Answer	Selective Serotonin Reuptake Inhibitors (SSRIs): SSRIs inhibit the reuptake of serotonin (1) by blocking the channel between the synapse and the pre-synaptic neuron (1). Serotonin concentrates in the synaptic gap/cleft (1). This leads to enhanced serotonin transmission by binding to the receptors more frequently (1).
Guidance	**One** mark for each correct point made.

4	
Max mark	2 **(PO1)**
Answer	• Long term memory formation • Memory retrieval **Credit any other appropriate response**
Guidance	**One** mark for each correct answer. Accept: • Spatial navigation Do **not** accept: • Memory

SAMPLE

5	
Max mark	4 **(PO2)**
Answer	Up to **two** marks for each explanation: **One** mark for identifying the feature of the stress response. **One** mark for explaining how this helps sporting performance. • Adrenaline is released as part of the stress response (1). Adrenaline boosts alertness and focus in the short term and could enhance concentration levels / reaction time (1). • Cortisol is released as part of the stress response (1). Cortisol helps to mobilise energy stores to fuel muscles (1). **Credit any other appropriate response.**
Guidance	Students **must** link the response to the situation in the scenario.

6	
Max mark	6 **(PO3)**
Answer	Social Influences: **Family Circumstances:** Family dynamics, including relationships with parents or carers, siblings, and other relatives, can significantly impact mental health. Dysfunctional family environments, conflict, abuse, or neglect can contribute to feelings of stress, anxiety, and low self-esteem. **Societal Expectations:** Societal norms and expectations regarding gender roles, appearance, success, and achievement can create pressure and stress for individuals. Trying to meet or conform to these expectations can lead to feelings of inadequacy, anxiety, and depression. **Support Networks:** Having strong support networks, including friends, peers, and community connections, is essential for mental well-being. Supportive relationships provide emotional validation, encouragement, and practical assistance during challenging times. Conversely, lacking supportive relationships can increase feelings of loneliness and isolation, contributing to poor mental health outcomes. **Credit any other appropriate response.**
Guidance	**Level 3 (high) 5-6 marks** A **thorough** analysis, which includes: • identification of a **range** of influences • **detailed** knowledge and understanding of social influences • clear explanation • **consistent** use of appropriate subject terminology.

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	Level 2 (mid) 3-4 marks An **adequate** analysis which includes: • identification of **some influences** • **sound** knowledge and understanding of social influences • **adequate** explanation • **some** use of appropriate subject terminology. **Level 1 (low) 1-2 marks** A **basic** analysis which includes: • identification of **at least one** influence • **limited** knowledge and understanding of social influences. • **basic** explanation • use of appropriate subject terminology is **limited**. **0 marks** Answer is **not** worthy of credit.

7	
Max mark	1 **(PO2)**
Answer	Post-traumatic stress disorder
Guidance	Correct answer only.

8	
Max mark	6 **(PO2)**
Answer	Up to **two** marks for each part of the triangle (thoughts, emotions, behaviours) **One** mark for identifying each part of the triangle. **One** mark for explaining how it relates to Azmi's situation. For example: Azmi is having negative thoughts about himself (1) by thinking he is not good enough for anyone/is unattractive (1). The negative thoughts are causing Azmi to have negative emotions (1): he feels worthless/there is no point in looking for a new partner (1). This is impacting on Azmi's behaviour (1) and he is avoiding social situations. This is reducing his chances of meeting new people and reinforcing his negative thoughts and feelings (1). **Credit any other appropriate response**.
Guidance	Students must include the concepts of Azmi's thoughts, emotions/feelings and behaviours.

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<table>
<tr><td>9</td><td></td></tr>
<tr><td>Max mark</td><td>4
(PO2)</td></tr>
<tr><td>Answer</td><td>One mark for each correctly identified negative thought pattern.
One mark for each valid description.

<table>
<tr><th>Type of negative thought pattern</th><th>How Kareem is showing this</th></tr>
<tr><td>1 Personalisation</td><td>He thinks it’s his fault that he didn’t get the job.</td></tr>
<tr><td>2 Catastrophising</td><td>He thinks that he will never be able to get a job/support himself.</td></tr>
</table>
</td></tr>
<tr><td>Guidance</td><td>Accept other valid negative thought patterns if they are justified and relate to the scenario.</td></tr>
</table>

<table>
<tr><td>10a</td><td></td></tr>
<tr><td>Max mark</td><td>4
(PO2)</td></tr>
<tr><td>Answer</td><td>Up to two marks for each explanation.
One mark for identifying an unhealthy sleep habit.
One mark for explaining why it is unhealthy.

Sam isn’t getting enough sleep (1). The recommended sleep duration for teenagers is 8-10 hours per night (1).
Sam is looking at his phone before he goes to bed. This can make it hard to fall asleep because the brain is stimulated and in a state of alertness or arousal (1) as it is thought that blue light can disrupt the sleep cycle (1).

</td></tr>
<tr><td>Guidance</td><td>Up to two marks for each valid explanation.
Maximum two explanations.

Do not accept:

Sam is only sleeping for around 6 hours
Sam is looking at his phone before he goes to bed.

</td></tr>
</table>

SAMPLE

10b	
Max mark	3 **(PO1)**
Answer	**One** mark for each valid answer. • More likely to feel anxious or depressed • More likely to feel lonely or isolated as he may not have the energy to see people • May struggle to concentrate, make plans or decisions • May make mental health problems worse **Credit any other appropriate response**.
Guidance	
10c	
Max mark	3 **(PO1)**
Answer	**One** mark for each valid practical approach. • Try to establish a healthier bedtime routine • Relax before he tries to sleep • Read a book instead of looking at his phone • Switch off his phone/keep it in a different room • Fill in a sleep diary • Make sleeping area more comfortable **Credit any other appropriate response.**
Guidance	Do **not** accept: • General answers such as to get more sleep

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11	
Max mark	9 **(PO3)**
Levels of Response	**Level 3 (high) 7-9 marks** A **thorough** discussion which shows **detailed** evaluation, which includes: • a **range** of points from **both** sides of the argument • a **detailed** analysis in the context of the question • a **clear** conclusion(s) with **detailed** reasons/justifications • **consistent** use of appropriate subject terminology. **Level 2 (mid) 4-6 marks** An **adequate** discussion which shows **sound** evaluation, which includes: • **some** points from **both** sides of the argument • **some** analysis in the context of the question • an **adequate** conclusion(s) with **relevant** reasons/justifications • **some** use of appropriate subject terminology. **Level 1 (low) 1-3 marks** A **basic** discussion which shows **limited** evaluation, which includes: • a **few** points from the argument • a **limited** analysis in the context of the question • a **brief** conclusion(s) with **limited** reasons/justifications • use of appropriate subject terminology is **limited**. **0 marks** Answer is **not** worthy of credit.

Indicative content	Answers can include some of the following: • The biomedical model looks at, for example, a person's genes, brain chemicals, and the structure of their brain to understand mental health. The strengths of the model • It's based on science, using research and evidence to understand mental disorders. • Medications developed through this model can help manage symptoms effectively. • By treating mental health issues as medical issues, it reduces the stigma around them. The limitations of the model • It oversimplifies mental health by ignoring other important factors like environment and personal experiences. • Not everyone responds well to medications, and they might not address the root causes of mental health issues.

SAMPLE

	• It doesn't consider how things like culture or upbringing affect mental health. Students might conclude that the model is useful but does not fully explain mental health and mental health disorders because it only takes biological causes into account. There may be other factors that contribute that aren't included in the model. Students might make reference to other models to illustrate that the biomedical model does not fully explain mental health and mental health disorders. **Credit other relevant conclusions, points and examples.**

12	
Max mark	4 **(PO1)**
Answer	**One** mark for each valid point • It helps shift your body's balance away from the stress-induced sympathetic responses (1) • It shifts towards the calming parasympathetic responses (1) • It leads to a decrease in heart rate (1) • It leads to a lowering of blood pressure (1) • It leads to a reduction in stress hormone levels (1) • It can help alleviate symptoms of anxiety and stress (1) **Credit any other appropriate response.**
Guidance	

SAMPLE